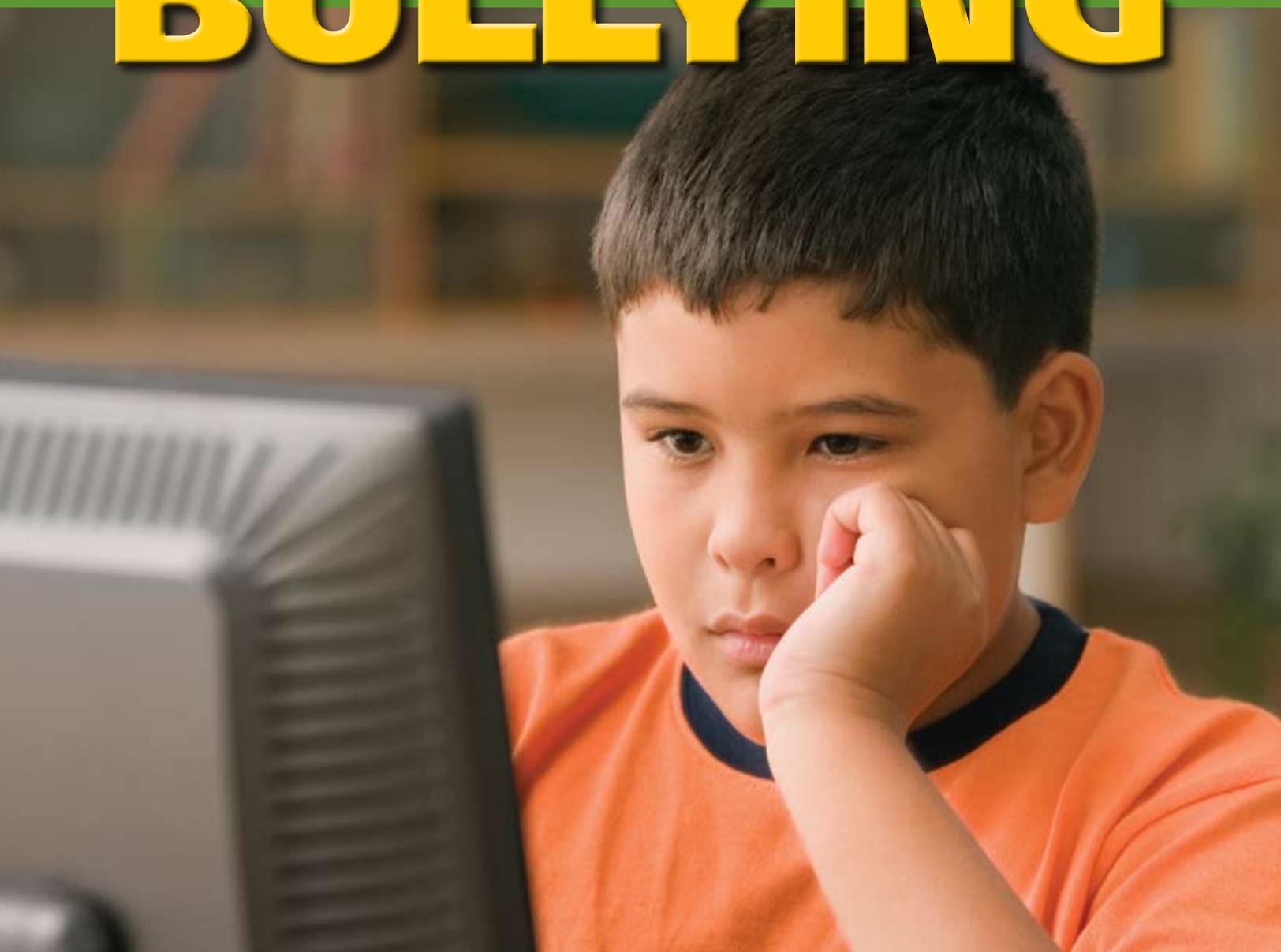


Cyber **BULLYING**



A Prevention Curriculum
for **Grades 3–5**

Susan P. Limber, Ph.D. Robin M. Kowalski, Ph.D. Patricia W. Agatston, Ph.D.

Cyber Bullying



Featuring Texter and Internetta



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Endorsements

“Research indicates that incidents of cyber bullying begin when young people more actively use communication technologies—starting around third grade. This new curriculum is perfectly designed to help elementary students get started in the online world in a manner that will promote civility, rather than cruelty.”

— Nancy Willard, M.S., J.D., author of *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress* and executive director of the Center for Safe and Responsible Internet Use

“Helping parents and educators understand and address cyber bullying is the need of the hour. This practical curriculum has everything schools—not just teachers—need to develop not only a solid anti-cyber bullying program but also a foundation for digital citizenship training. There are also great ideas for parents and everyone who works with kids to teach and model empathy—what we all need to defeat all forms of aggression.”

— Anne Collier, codirector of ConnectSafely.org, and founder and CEO of Tech Parenting Group

Contents

Acknowledgments ix
How to Access the Resources on the CD-ROM xi

Introductory Materials

Introduction to the Curriculum 1
Introduction to Cyber Bullying 9
Cyber Bullying: A Prevention Curriculum for Grades 3–5
Scope and Sequence 17
Related National Academic Standards 19
Session Description and Preparation 21
Cyber Bullying Pre-test/Post-test 25
Parent/Guardian Letter (English and Spanish) 29
Glossary of Cyber Terms (English and Spanish) 33
Internet Safety Tips for Parents and Guardians
(English and Spanish) 37

The Sessions

Session 1: What Is Bullying? 43
Session 2: What Is Cyber Bullying? 53
Session 3: How Does Cyber Bullying Affect People? 63
Session 4: How Do I Treat People Well When I Use Technology? 71
Session 5: What Do I Do if Someone Is Mean to Me through Technology? 79
Extend the Learning Suggestions 89

Additional Materials

Teacher Training Preparation 93
Teacher Training Outline 97
Additional Resources 103
References 107
About the Authors 109

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How to Access the Resources on the CD-ROM

The accompanying CD-ROM contains print resources, including electronic versions of the curriculum's handouts and templates and related research information. All of these resources are in PDF format and can be accessed using Adobe Reader.[®] If you do not have Adobe Reader,[®] you can download it for free at www.adobe.com.

Whenever you see this icon  in this guide, this means the needed resource is located on the CD-ROM. The notation that follows this icon indicates the document number for that resource's file. The first letter or letter/number pair indicates which folder the file is located in on the CD-ROM. The CD-ROM file numbers will help you easily locate and print the resource you are looking for. This symbol  indicates the document is also available in Spanish.

To access these print resources, put the disk in your computer's CD-ROM player. Open your version of Adobe Reader.[®] Then open the documents by finding them on your CD-ROM drive. These resources cannot be modified, but they may be printed for use without concern for copyright infringement. For a list of what is contained on the CD-ROM, see the Read Me First document on the CD-ROM.

Introductory Materials





Introduction to the Curriculum

What Is Cyber Bullying: A Prevention Curriculum for Grades 3–5?

Cyber Bullying: A Prevention Curriculum for Grades 3–5 is a program that deals with attitudes and behaviors associated with cyber bullying. It consists of a five-session curriculum with additional resources on a CD-ROM including

- reproducible parent/guardian resources
- program posters and all student handouts
- resources to address cyber bullying schoolwide (establishing a school policy, addressing legal concerns, etc.)
- a short training on cyber bullying for program facilitators
- an optional pre-test/post-test that can be conducted before and after implementation of the curriculum to measure student retention

Most materials needed to implement the program are included in this manual and CD-ROM. In addition, a Web site has been established that will provide up-to-date information about cyber bullying. This Web site can be accessed at www.hazelden.org/cyberbullying.

What Are the Goals of the Program?

This program strives to

- raise students' and parents' awareness of what cyber bullying is and why it is so harmful
- equip students with the skills and resources to treat each other respectfully when using cyber technologies
- give students information about how to get help if they or others they know are being cyber bullied
- teach students how to use cyber technologies in positive ways

For more information on the learner outcomes for each session, turn to the curriculum’s Scope and Sequence on pages 17–18.

What Are the Components of Cyber Bullying:
A Prevention Curriculum for Grades 3–5?

Five-Session Curriculum

This curriculum consists of five 40-minute classroom sessions to be taught weekly. Each session includes Student Learner Outcomes and Parent/Guardian Learner Outcomes. Each session begins with a story about two upper-elementary school students, Texter (he is a text messaging expert) and Internetta (she is Internet savvy). The two characters serve as role models as they share their experiences with helping their friends deal with cyber issues, including cyber bullying. After each session’s story has been read aloud, the teacher will lead the students in a large-group discussion, which may include a transparency or LCD projection or a poster. The second part of each session is an activity or game that integrates the content of the story and discussion. You may wish to provide extra time for students to work on some of these activities.

It is highly recommended that educators implement this program as part of an ongoing, comprehensive bullying prevention effort, such as the *Olweus Bullying Prevention Program (OBPP)*. More information on linking this curriculum to



OBPP is provided on the CD-ROM. The Scope and Sequence for the five sessions is provided on pages 17–18.



You will also find a Glossary of Cyber Terms on pages 33–36 and on the CD-ROM for your reference and for you to send home to parents and guardians.

Parent/Guardian Materials

As with every strong prevention effort, it’s important to actively involve your students’ parents or guardians when implementing this program. Pages 29–31



presents a parent/guardian letter that informs parents and guardians about *Cyber Bullying: A Prevention Curriculum for Grades 3–5*. (This letter is also located on the CD-ROM.) It is recommended that this letter be sent out to parents or guardians prior to implementing the program, along with the Glossary of



Cyber Terms on pages 33–36 and Internet Safety Tips for Parents and Guardians on pages 37–40. (These documents can also be printed from the CD-ROM.)



Each session includes a homework assignment to be done with a parent or guardian. (This will help achieve the Parent/Guardian Learner Outcomes.)

If a parent or guardian is unable to do the assignment with the student, then another close adult, such as a relative, neighbor, or caregiver, can complete it with him or her. The homework includes important information for parents and guardians about cyber bullying and Internet safety. There are two activities for students and adults to do together, including making family Internet safety rules and knowing what to do if cyber bullying occurs. Each homework assignment includes a return slip for parents/guardians and students to fill out and sign. Students will bring the return slip back to school so that the teacher will know the homework was completed.

All parent/guardian materials are provided in both English and Spanish.

Teacher Training Outline

You may want to multiply your efforts by training others to use *Cyber Bullying*. An outline for a three-hour training is provided on pages 97–102. Consider hosting a training session for your school’s faculty.

Teacher Training Presentation

Included on the CD-ROM is a training presentation that includes in-depth information and statistics on cyber bullying. This training can be used as either a self-led training or as part of the Teacher Training Outline. Instructions on how to access and use this training are included on the CD-ROM.



I-13

Who Is the Intended Audience?

Cyber Bullying: A Prevention Curriculum for Grades 3–5 is designed for upper-elementary school students. This program would fit well within a health education, communications, technology, or general life skills curriculum (see references to national academic standards on pages 19–20). Teachers may use their discretion to adapt some activities to the age and maturity level of their students.

As noted earlier, the curriculum is most effectively used as part of a broad, ongoing bullying prevention program, such as Hazelden’s *Olweus Bullying Prevention Program*, or as part of a general violence prevention effort.

A school counselor could offer *Cyber Bullying* as part of a support group or counseling or education program, or it could be used in after-school, community, youth enrichment (such as YMCA or Scouts), and faith-based youth programs.

Is This a Research-Based Program?

Cyber Bullying is not a research-based program, but it is based on the latest research in prevention and the topic of cyber bullying. Many of the lesson activities are patterned after prevention models that research has shown to be effective in decreasing negative student behavior and increasing student attitudes toward refraining from negative behaviors.

These strategies include providing parent-student activities, doing cooperative learning activities, and identifying why students behave as they do.

The curriculum also recommends that schoolwide policies and procedures be established that can effectively address the issue of cyber bullying in a broad way while establishing a climate conducive to positive interactions among students. Research-based programs, such as the *Olweus Bullying Prevention Program*, have proven that schoolwide efforts are more effective in addressing bullying than classroom components alone.

How Can We Address Cyber Bullying on a Schoolwide Level?

The *Cyber Bullying* curriculum should be taught within a school or organizational environment that supports the prevention of all forms of bullying, including cyber bullying, and does not tolerate its existence.

Here are some ways that schools and community organizations can promote and support the message that cyber bullying is not tolerated:

1. Work to create a school environment where respect and responsibility are promoted and bullying is not.
2. Implement a schoolwide program to address bullying of all kinds, such as the *Olweus Bullying Prevention Program*, in conjunction with this classroom curriculum.
3. Set clear school policies about reporting and addressing cyber bullying, whether it occurs on campus or not. (See information about creating school policies on the CD-ROM.)



4. Train staff to be aware of cyber bullying and to intervene appropriately. A training outline is provided on pages 97–102 in this guide. Have as many staff members as possible complete this training.
5. If a student or parent reports an incident of cyber bullying, take the situation seriously and proactively address the issue, even if the cyber bullying messages did not originate at your school.
6. Establish a no-use policy for cell phones on school grounds, if you don't have one already.
7. Teach the *Cyber Bullying* curriculum to all students. Make program participation mandatory.
8. Host a cyber bullying prevention campaign. Involve students in making posters, announcements, and other promotional materials on this important issue. You may also want to use the posters included on the CD-ROM.
9. Make young people aware of the resources in your school and in your community that are available to help them if they experience cyber bullying. Invite community representatives, such as law-enforcement officers, to speak to students about this issue.
10. Involve parents/guardians by hosting parent/guardian education programs, sending home the introductory parent/guardian letter, and using the parent/guardian education resources provided with each lesson in this curriculum.
11. Establish procedures that parents/guardians can follow in reporting cyber bullying incidents to school staff. Make sure parents/guardians and staff know what these procedures are and be sure to proactively address any cyber bullying incidents.



I-14



I-15

What Resources Are Available Online or in My Community to Help with This Topic?

You don't need to be an expert on cyber bullying to teach this curriculum. However, you may want to turn to community resources for help in presenting this issue or to learn more about it.

Most local law-enforcement agencies can provide guidance on how to address crimes related to cyber bullying. They may also be able to give guidance on how to track the source of anonymous cyber bullying messages.

Also check with local telecommunications companies to see if they have any written materials on cyber technologies that will help you get up to speed on the types of technologies young people are using today.

Pages 103–106 of this curriculum provide a listing of additional resources available to you and for parents as you teach this curriculum.

What Should I Be Aware of When Teaching Cyber Bullying: A Prevention Curriculum for Grades 3–5?

Here are some helpful tips on teaching this curriculum:

1. During the first session, it's important to create a sense of trust and safety in your group. Be sure to discuss the need for ground rules (as outlined in session 1). Make sure students abide by these rules throughout the program.
2. When in a group setting, make sure students do not use real names or too many details when describing incidences of cyber bullying that they or others have experienced. Encourage them to share any specific concerns they may have with you in private.
3. Be aware that some students in your class may be experiencing bullying, or cyber bullying in particular. Don't force students to answer questions or talk about their experiences if they're uncomfortable doing so. Also be aware that some students in your class may be bullying others.
4. It's difficult in a class environment to guarantee complete confidentiality. Warn students of this fact, so they don't reveal more than they are comfortable with. Also warn students ahead of time that if they reveal information about someone being hurt by others or someone who is considering hurting himself or herself that you are required to report this information.
5. Maintain respect during discussions. Allow people to offer opposing views, but do so respectfully.

What Are Some Other Guidelines as I Teach Cyber Bullying: A Prevention Curriculum for Grades 3–5?

1. What if a student reveals he or she or a friend is being cyber bullied or bullied in other ways?

Before teaching this cyber bullying prevention curriculum, check whether your school has a policy on reporting cyber bullying or bullying of any kind. If you are uncertain about reporting procedures, talk with your school leadership about how incidents should be reported.

While you are teaching this cyber bullying prevention curriculum, a student may reveal that he or she is either being cyber bullied or is cyber bullying others. As mentioned earlier, it's important at the outset of the program to let students know what you will do upon learning this information, so they don't feel set up or betrayed by the action you take.

If a student reveals information during a class discussion, do not continue discussing the issue with everyone present. Invite the student to talk privately with you afterward. Write down any information the student provides.

Don't try to solve this problem on your own. Consult with appropriate school officials and the students' parents or guardians.

2. What should I do if, while visiting a social-networking Web site, I find examples of cyber bullying among my students?

As you become more familiar with cyber technologies that students are using, you may find instances in which students in your school or district are engaged in cyber bullying or other worrisome behavior on the Internet. Whenever possible, print out the information and share it with your school leadership. In most cases, inappropriate information added to social-networking Web sites can be traced back to the person who created it. Often just notifying the parents or guardians of the parties involved may be enough to resolve the situation. However, depending on the seriousness of the issue, you may need to involve law enforcement.

3. *What if parents or guardians are uncomfortable with the topic and don't want their children involved?*

On rare occasions, parents/guardians may express reservations about their child being taught this cyber bullying prevention curriculum. This may be due to the fact that some parents/guardians may not want their child using certain cyber technologies or may be concerned about Internet safety.

While participating in this cyber bullying prevention program, students will not be working online. Care has also been taken to make sure the program does not encourage cyber technology use or give students new ideas on how to cyber bully one another.

In cases where parents/guardians raise concerns, encourage them to review the curriculum. Tell them about the prevalence of cyber bullying among youth and the importance of addressing this issue in a preventative way. Discuss any additional concerns they may have. If parents/guardians still voice reservations, it may be best to have the students complete an alternative project on a related topic.

Be sure to let parents/guardians know about the curriculum in advance through school newsletters or parent nights and by sending home a letter explaining the curriculum. You will find a sample letter on pages 29–31 and the CD-ROM.





Introduction to Cyber Bullying

Jack was in fourth grade. He had an older brother named Nate who was in seventh grade. Nate had just gotten a cell phone, and he had a lot of fun sending text messages to his friends. Sometimes he even let Jack send text messages to their parents' cell phones.

A few months into the school year, Nate wouldn't let Jack even touch his cell phone. And when Nate received text messages on his phone, he would get angry or sometimes not even look at the message. Jack was confused. He thought that Nate loved his phone, and he couldn't understand why Nate seemed not to like it anymore. Nate's grades were also suffering, and he argued with their parents about it.

One evening after supper, Jack accidentally overheard Nate talking to his parents about the mean text messages he was getting from some people at school. He told them that some of his friends were also sending mean messages, and some wouldn't even talk to him anymore. Nate sounded so upset and angry, and he asked his parents what he should do.

Jack was worried about Nate, and he was also worried about getting a cell phone of his own. What if his friends did something like that? At school he looked at his friends and wondered if any of them would send him mean text messages. He was reprimanded by his teacher for not paying attention.

For many students like Jack and Nate, cyber bullying is a serious issue that affects their sense of well-being and their ability to learn in the classroom. In order to understand what cyber bullying is, it is important to first understand what bullying is.

What Is Bullying?

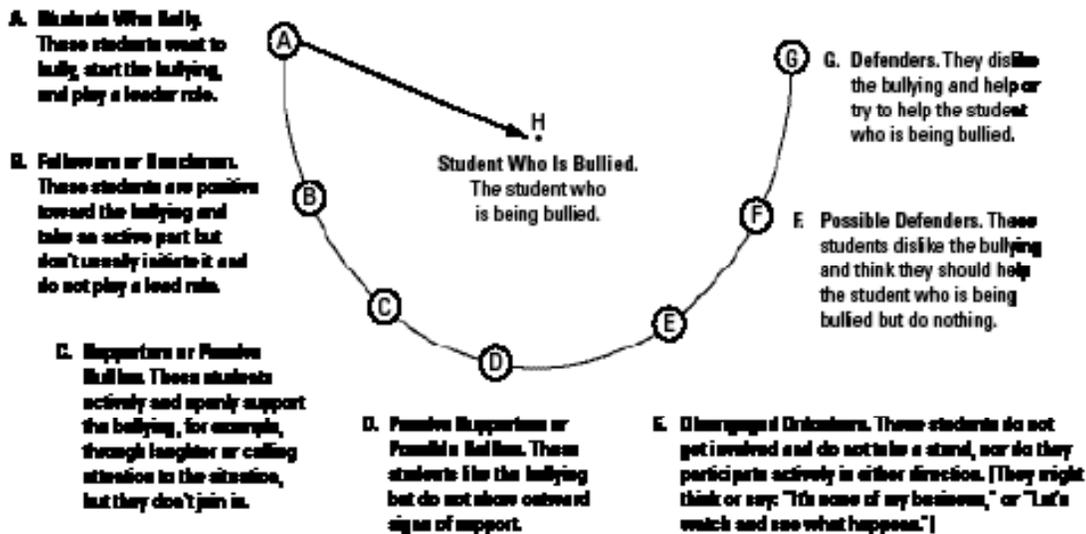
Dan Olweus, Ph.D., a pioneer researcher in the area of bullying, has defined bullying in this way:

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself (Olweus, Limber, Flerx, Mullin, Riese, and Snyder 2007).

There are both direct and indirect forms of bullying. More direct forms include physical actions such as hitting someone, taking or damaging someone else's things, or saying mean or hurtful things to someone.

Indirect forms of bullying are more concealed and subtle, and it is more difficult to determine who is causing the bullying. Examples include social exclusion, spreading rumors, and cyber bullying.

Dr. Olweus's research determined that students play a variety of roles in bullying situations. These roles make up what he termed the "Bullying Circle." These roles are diagrammed below.



The Bullying Circle is taken from Olweus, Dan, Susan P. Limber, Vicki Crocker Flerx, Nancy Mullin, Jane Riese, and Marlene Snyder. 2007. *Olweus bullying prevention program: Teacher guide*. Center City, MN: Hazelden Publishing.

In effective bullying prevention efforts, it is helpful to focus on changing the attitudes and behaviors of the bystanders, who generally make up 80 percent of a school's student body. The goal is to move these bystanders into the position of defending or helping the student who is being bullied. This is a primary goal of *Cyber Bullying: A Prevention Curriculum for Grades 3–5*.

What Is Cyber Bullying?

Cyber bullying is bullying through email, instant messaging, in a chat room, on a Web site, or through digital messages or images sent to a cellular phone or personal digital assistant (PDA) (Kowalski et al. 2008). Cyber bullying, like traditional bullying, involves a negative action that is often repeated and involves an imbalance of power.

In traditional forms of bullying, individuals may have more power over another by being bigger, stronger, or more popular. With cyber bullying, an individual may have more power just by being able to instantly share negative comments or photographs with a multitude of people via email, instant messaging, text messaging, or through Web site posts. Cyber bullying may also involve several individuals targeting one individual or a more popular student targeting a less popular classmate.

Traditional bullying is also defined by mean or negative actions being repeated and occurring over time. When someone is cyber bullied, this repetition of negative behavior can occur by sending one embarrassing photo or one degrading email message, which may in turn be forwarded to an entire class or grade level. The perpetrator, while usually known in a traditional bullying situation, might go unidentified in the case of cyber bullying.

Traditional bullying usually occurs in a certain time and space, perhaps during school in the bathrooms or the hallways. Students who are bullied can usually find some relief at home or away from school. When a student is cyber bullied, the incident can happen whenever someone turns on his or her computer or accesses the Internet. This often happens at home at any time of the day or night.

Cyber bullying poses unique challenges because it frequently happens outside the school setting, and thus may be difficult for educators to observe. In addition, students may feel invisible or anonymous while accessing the Internet, which may lead to a greater willingness to engage in negative actions. Finally, without

face-to-face interaction, students who cyber bully have no opportunity to witness the emotional distress their comments may be inflicting on a peer.

There is a bright spot, however. While direct evidence may be hard to obtain in many traditional forms of bullying, cyber bullying typically involves a form of communication that can be saved and printed from a computer or saved on a cell phone. Such obvious evidence can be helpful when intervening in cyber bullying incidents.

What Are the Warning Signs of Cyber Bullying?

The warning signs of cyber bullying are similar to those of traditional bullying in terms of emotional effects; however, there are some differences. For example, we would not expect to see bruises or torn clothing on a child who is being cyber bullied. However, it is also important to keep in mind that some students who are cyber bullied may also be experiencing traditional bullying at school.

A student may be experiencing cyber bullying if he or she

- appears sad, moody, or anxious
- avoids school
- withdraws from or shows a lack of interest in social activities
- experiences a drop in grades or a decline in academic performance
- appears upset after using the computer or being online
- appears upset after viewing a text message

If a student shows any of these warning signs, it is important to talk with the student and investigate the student's online presence to determine if cyber bullying is occurring and to offer help where needed.

Why Should Schools Address the Issue of Cyber Bullying?

Schools have rapidly embraced technology due to its ability to offer advanced learning opportunities and resources to students. Teachers use blogs, students post assignments online, and some schools issue laptops and PDAs to students as instructional tools. By embracing technology and encouraging students to explore its various forms, educators also have a duty to teach students to use such technologies in a responsible manner.

In addition, many schools are already adopting comprehensive bullying prevention programs, such as the *Olweus Bullying Prevention Program*, or are at least teaching classroom lessons that address bullying behaviors. Cyber bullying is one form of bullying that should be specifically addressed as part of these comprehensive efforts.

Research has shown that not all students perceive cyber bullying as a form of bullying behavior (Kowalski et al. 2008). Therefore, classroom lessons and discussions that focus directly on cyber bullying are critical to prevent it from flourishing.

What Is the Prevalence of Cyber Bullying?

While the numbers vary based on the methods used to gather the data, the Pew Internet Survey found that almost one-third of teens had experienced cyber bullying (Lenhart 2007). In addition, Kowalski and Limber (2007) found that 22 percent of middle school students had some form of involvement in cyber bullying (defined as being cyber bullied or cyber bullying others at least once in the previous couple of months). Thus, high percentages of students are affected by this behavior. Without specific prevention efforts, the numbers will likely increase as more students become “wired” at increasingly younger ages.

How Is Cyber Bullying Affecting Students, Schools, and Communities?

Current research demonstrates that students who are targets of traditional bullying are more likely to have low self-esteem (Olweus 1993; Rigby and Slee 1993), be anxious and depressed (Juvonen, Graham, and Schuster 2003), and experience a variety of health problems such as stomachaches, headaches, fatigue, and difficulty sleeping and eating (Fekkes, Pijpers, and Verloove-VanHorick 2004) than students not involved with traditional bullying. They also are more likely to have thoughts of suicide (Rigby 1997). Students who are afraid to come to school and are being targeted by peer abuse such as cyber bullying are not likely to give their full attention to academics. Students who are bullied have higher absenteeism rates and lower grades than students who are not bullied (Arseneault et al. 2006; Eisenberg, Neumark-Sztainer, and Perry 2003; Rigby 1997).

Research on cyber bullying specifically suggests that students involved in cyber bullying (particularly those who are cyber bullied and who also cyber bully

others) are more likely to be anxious, to be depressed, and to have lower self-esteem than students who are not involved (Kowalski et al. 2008). Students who are cyber bullied are also more likely to have lower grades and higher absenteeism rates than those students not involved (Kowalski et al. 2008).

Although cyber bullying usually occurs outside of the school day, it can impact school when students are afraid to face their peer group after receiving mean comments or messages at home. In addition, many students are targets of traditional bullying at school and cyber bullying at home, which can leave them feeling that there is no safe haven available to them.

Educators and administrators frequently observe that investigating and intervening in cyber bullying incidents can be very time-consuming. Parents also report feeling victimized when their children are targeted by cyber bullying (Kowalski et al. 2008). Just as schools discuss character education for the real world, they need to discuss how students treat one another in the online world as technology advances.

What Should Teachers Do if They Know or Suspect Cyber Bullying Is Occurring?

It is important to educate students about how to report all forms of bullying, including cyber bullying, to adults at school and at home. This should be part of the teacher's ongoing classroom discussions about bullying. Session 5 in the curriculum also teaches students these skills.

If a teacher suspects a student is being cyber bullied, he or she should advise the student to ask his or her parents or guardians to help. The teacher can also show the student how to save any evidence of the cyber bullying and report it by using a copy of the printed online communications as evidence. The student can bring the evidence to the teacher, a school counselor, or an administrator. If there is no evidence, the student should still report the cyber bullying and include a description of what is taking place so that a counselor or administrator can investigate and speak with the parties involved.

Although all adults at school should have an understanding of cyber bullying and should be open to receiving reports of cyber bullying, it will be most helpful if there are identified individuals at each school who are particularly knowledgeable about bullying and cyber bullying. These individuals will want

to investigate and determine if there is any on-campus traditional bullying and/or cyber bullying accompanying off-campus cyber bullying.

Any evidence of bullying at school should be addressed with consistent consequences for the student engaged in bullying behavior and with heightened adult supervision around the targeted student. In addition, positive bystanders should be encouraged to support the targeted student through a variety of means such as those suggested in this curriculum. Check with your school administrators to determine the appropriate person to whom cyber bullying incidents should be reported.

Some forms of cyber bullying are illegal. Educators should always contact law enforcement if communications involve death threats, extortion, intimidation, or threats based on race, religion, gender, or sexual orientation, and any evidence of sexual exploitation (Kowalski et al. 2008; Willard 2007). See the CD-ROM for additional guidance about legal issues and cyber bullying.

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I-3

If the cyber bullying takes place off campus, does not potentially violate the law, and is not accompanied by on-campus bullying, educators may be somewhat more limited in the actions they can take (e.g., sanctions may violate a student's First Amendment rights). But they can still take steps to intervene by conferencing separately with the students involved and their parents. Teachers can try to monitor any interactions between the involved students more closely, or perhaps they can change class schedules to minimize the contact between the students. They can advise the student who is bullied to save the evidence in case the situation escalates. School counselors might also get involved by arranging a meeting between the students to resolve the situation, although care must be taken in doing so (see Kowalski, Limber, and Agatston 2008 for a discussion of these sensitive situations). Educators can also assist the parents or guardians of a targeted student by providing educational literature on preventing and responding to cyber bullying, as well as giving them information on how to report offensive profiles to social-networking sites. This educational literature is provided on the curriculum CD-ROM.

 I-5

 I-6

 I-12

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Cyber Bullying: A Prevention Curriculum for Grades 3–5 Scope and Sequence

Session	Student Learner Outcomes	Parent/Guardian Learner Outcomes
<p>Session 1: What Is Bullying?</p>	<p>Students will</p> <ul style="list-style-type: none"> • Define <i>bullying</i>. • Identify examples of bullying. • Identify some of the roles students play in the “Bullying Circle.” • Identify rules to prevent bullying. 	<p>Parents/guardians will</p> <ul style="list-style-type: none"> • Describe the definition of <i>bullying</i> and why it’s different from playful teasing. • Explain how prevalent bullying is. • Know why it’s important to intervene and how to do that.
<p>Session 2: What Is Cyber Bullying?</p>	<p>Students will</p> <ul style="list-style-type: none"> • Define <i>cyber bullying</i>. • Identify examples of cyber bullying. • Understand the importance of not sharing passwords. 	<p>Parents/guardians will</p> <ul style="list-style-type: none"> • Explain the definition of <i>cyber bullying</i>. • List the different technologies that their children will eventually be using. • Describe how to show their child how important it is that only they and their child know their child’s password (Internet safety). • Explain how prevalent and serious cyber bullying can become.
<p>Session 3: How Does Cyber Bullying Affect People?</p>	<p>Students will</p> <ul style="list-style-type: none"> • Identify the effects of cyber bullying. • Empathize with people who are cyber bullied. 	<p>Parents/guardians will</p> <ul style="list-style-type: none"> • Know that though most cyber bullying happens outside school, it does have ramifications in school. • Explain the social and emotional harm cyber bullying can inflict. • Describe what some of the academic consequences of cyber bullying can be. • Know that they have control over their children’s online activities.

Session	Student Learner Outcomes	Parent/Guardian Learner Outcomes
<p>Session 4: How Do I Treat People Well When I Use Technology?</p>	<p>Students will</p> <ul style="list-style-type: none"> • Define what <i>netiquette</i> is. • Identify basic rules of netiquette for online communication. 	<p>Parents/guardians will</p> <ul style="list-style-type: none"> • Know basic online courtesy, or <i>netiquette</i>. • Know how important family rules are regarding the Internet, cell phones, cameras, and instant messaging.
<p>Session 5: What Do I Do if Someone Is Mean to Me through Technology?</p>	<p>Students will</p> <ul style="list-style-type: none"> • Identify possible responses to cyber bullying situations. • Know that part of being safe online means telling an adult if they experience cyber bullying. • Explain how telling an adult when they or someone they know is being cyber bullied is not “tattling.” 	<p>Parents/guardians will</p> <ul style="list-style-type: none"> • Explain what their options are if their child is cyber bullied. • Describe what they can do if their child’s friend is cyber bullied. • Explain how cyber bullying others and being cyber bullied can affect their child’s online reputation. • Describe how research shows that children don’t tell about cyber bullying for fear of losing cell phone and Internet privileges. Know not to make that a consequence.



Related National Academic Standards

Using *Cyber Bullying: A Prevention Curriculum for Grades 3–5* will help you meet the following national academic standards:

Health Education Standards¹

Students in grades 3–5 will

- identify how peers can influence healthy and unhealthy behaviors
- explain how media influences thoughts, feelings, and behaviors
- describe ways that technology can influence personal health
- demonstrate effective verbal and nonverbal communication skills to enhance health
- demonstrate refusal skills that avoid or reduce health risks
- demonstrate how to ask for assistance to enhance personal health
- demonstrate a variety of behaviors that avoid or reduce health risks
- encourage others to make positive health choices

1. Joint Committee on National Health Education Standards, *National Health Education Standards, Second Edition, Achieving Excellence*, The American Cancer Society, 2007.

Technology Education Standards²

Communication and Collaboration

Students in grades 3–5 will

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- contribute to project teams to produce original works or solve problems

Critical Thinking, Problem-Solving, and Decision-Making

Students in grades 3–5 will

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

Digital Citizenship

Students in grades 3–5 will

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- demonstrate personal responsibility for lifelong learning
- exhibit leadership for digital citizenship

2. *National Educational Technology Standards for Students, Second Edition*, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

“Research indicates that incidents of cyber bullying begin when young people more actively use communication technologies—starting around third grade. This new curriculum is perfectly designed to help elementary students get started in the online world in a manner that will promote civility, rather than cruelty.”

—NANCY WILLARD, M.S., J.D.,
author of *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress* and executive director of the Center for Safe and Responsible Internet Use



What is cyber bullying? Cyber bullying is bullying through emails or instant messages, in a chat room, on a Web site, or through digital messages or images sent to a cell phone.



Featuring Texter and Internetta

Cyber Bullying: A Prevention Curriculum for Grades 3–5 raises awareness of what cyber bullying is and why it is so harmful, equips students with the skills to treat people respectfully when using cyber technologies, gives students information about how to get help if they or others are being cyber bullied, and helps parents know what to do to keep their children safe from cyber bullying.

Through stories with engaging characters and real-life application, this curriculum

- educates students, teachers, and parents
- empowers targeted students and bystanders
- supports targeted students and their families

This manual is the core of the curriculum. It provides background information and step-by-step instructions on how to implement the curriculum. The accompanying CD-ROM includes reproducible classroom materials, posters, sample policies, teacher training resources, and more.

Developed by the authors of ***Cyber Bullying: A Prevention Curriculum for Grades 6–12***, this curriculum is an essential resource in the movement to prevent and eliminate cyber bullying.



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